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ABSTRACT

The major purpose of this study was to develop guidelines for a teacher recruitment program for use in agricultural education at Kansas State Universitiv. To determine current methods and practices of recruitment in the central region, a survey was conducted of teacher educators and state supervisors, coordinators of agriculture programs in Kansas community colleges, and agricultural education students enrolled at Kansas State University during the 1978-79 academic year. Among the findings of the survey was that 47 percent of the agricultural education students indicated they had switched into agricultural education from another major. Ninety-two percent of the state supervisors indicated their state had an inadequate supply of vocational agriculture teachers. Recruiting practices most often used by teacher educators were (in order) recruiting brochures, a personal letter from an interview with an agricultural education professor, and group presentations. Students felt that the people who had the most influence on their decision to major in agricultural education were (in order) the vocational agriculture teacher and college professor, parents, friends, and teachers in fields other than vocational agriculture. The high school counselor was ranked as having the least influence. Based on the survey findings, fifteen guidelines were written for recruitment activities. (The questionnaires are appended.) (LRA)

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ED189331

THE DEVELOPMENT OF GUIDELINES FOR A RECRUITMENT PROGRAM IN AGRICULTURAL EDUCATION AT KANSAS STATE UNIVERSITY

Final Report

by

Richard F. Welton

Department of Adult and Occupational Education

Kansas State University

Prepared For

Jordan Utsey, Dean

College of Education

Kansas State University

January, 1980

CE 025 680

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Department of Adult and Occupational Education
College of Education
Holton Hall
Manhattan, Kansas 66506
913-532-5535

January 29, 1980

To: Jordan Utsey, Dean
College of Education
Kansas State University

From: Richard F. Welton
Department of Adult and
Occupational Education

Re: Final Report of 1979 Summer Research Project

Enclosed you will find a copy of the final report for "The Development of Guidelines for a Recruitment Program in Agricultural Education at Kansas State University." I am pleased to report all the objectives of the project were accomplished. This report will become the basis for planning a recruitment program in agricultural education at Kansas State University. The purposes, procedures, and summary of the study are reported herein.

I would like to take this opportunity to express my appreciation to you and the College of Education for your interest in agricultural education and support of this project.

RFW:mcs

Enclosure

cc: Dr. Michael C. Holen, Associate Dean
Dr. Jerry G. Horn, Associate Dean
Dr. Ralph G. Field, Chairman, Adult and Occupational Education
Dr. Carroll V. Hess, Dean, College of Agriculture

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THE DEVELOPMENT OF GUIDELINES FOR A RECRUITMENT PROGRAM IN AGRICULTURAL EDUCATION AT KANSAS STATE UNIVERSITY

The shortage of vocational education teachers in agriculture and the growing number of programs and students in vocational agriculture in Kansas indicates the necessity of examining the agricultural education recruitment program at Kansas State University. In recent years, Kansas has experienced 35 to 45 vocational agriculture teaching positions being open each year. The average number of agricultural education graduates from Kansas State University has been about 25 per year. This has resulted in approximately a 30 per cent shortage of vocational agriculture teachers to fill these yearly openings. Guidelines developed through this study could be used by other teacher education program areas in the College of Education at Kansas State University experiencing a shortage of undergraduate students.

Purposes

The major purpose of this study was to develop guidelines for a teacher recruitment program for use by agricultural education at Kansas State University.

Answers to the following questions were sought:

1. What methods of recruiting prospective teachers of vocational agriculture are used by teacher educators and state supervisors in the Central Region and how successful do they rate the recruitment methods?
2. To what extent do recruitment practices and other factors influence university students enrolled in agricultural education in their choice of curriculum?

3. How do the recruitment practices believed by teacher educators and state supervisors in the Central Region and community college agriculture teachers in Kansas to be most successful compare with agricultural education students at Kansas State University to be most successful?
4. What sources do teacher educators and state supervisors of agricultural education in the Central Region feel are available from which to recruit prospective agriculture teachers and to what extent are prospective teachers recruited from each of these sources?

Procedures Used in the Study

This study is based upon information provided by teacher educators and state supervisors in the Central Region, coordinators of agriculture programs in Kansas community junior colleges, and agricultural education students enrolled at Kansas State University during the 1978-79 academic year. Questionnaires were mailed to participants in the study on June 18, 1979. The first follow-up letter was sent on July 5, 1979. A final request for information was sent during the last week in July. A copy of the questionnaires, cover letters, and subsequent follow-up letters are included in Appendix A. The questionnaires used in this study are similar to instruments developed by Luft and Bender.[a]

Responses were received from 142 of the 165 persons contacted. This represents a response rate of 86 per cent. Table 1[b] reports the percentage response.

---

[a] Vernon D. Luft and Ralph E. Bender, "The Development of Guidelines for Recruitment Programs in Agricultural Education," (unpublished Ph.D. dissertation, Ohio State University, 1975.)

[b] Tables appear in numerical order in Appendix B.

SUMMARY OF FINDINGS

The major findings of the study are as follows:

Background of students

Background characteristics of Kansas State University agricultural education students can be seen in Table 2 through 11. Table 11 shows a profile of selected student characteristics.

University grade level.--Thirty-eight per cent of the student respondents were senior agricultural education students. Nearly 28 per cent were fifth year or graduate students certifying to teach vocational agriculture.

Years of vocational agriculture.--Over fifty-seven per cent of the students had studied vocational agriculture in high school for four years. Nearly 24 per cent were not enrolled in vocational agriculture.

Years of FFA.--A total of 35 per cent of the students had been FFA members for four years. Twenty-five per cent indicated they were never affiliated with the FFA. Students with membership for five or more years was 26 per cent.

Farm/non-farm background.--Nearly ninety per cent of the students reported having a farm background.

Post secondary attendance.--Forty-two per cent of the students indicated they had attended a post secondary community junior college before enrolling in Kansas State University.

Occupational information.--Nearly 56 per cent of the students indicated occupational information concerning agricultural education was available to them in their high school. Of the 56 per cent reporting the availability of the information, 63 per cent of the students said they used the information.

Expectation to graduate in agricultural education.--A total of 90 per cent of the students indicated they expect to graduate with an agricultural education major.

Situation in agricultural education.--Forty-seven per cent of the students indicated they switched into agricultural education from another major. Agricultural education was the first major of 51 per cent.

Present supply of vocational agriculture students

Table 12 presents data pertaining to the supply of vocational agriculture teachers. Nearly 92 per cent of the state supervisors indicated their state had an inadequate supply of vocational agriculture teachers.

Responsibility for recruitment in agricultural education

Analysis of recruitment responsibility is presented in Table 13 and 14.

People responsible.--State supervisors reported that teacher recruitment was the responsibility of teacher educators only (33 per cent) and the joint responsibility of state supervisors, teacher educators and vocational agriculture teachers (33 per cent). Forty-seven per cent of the teacher educators indicated that recruitment was their responsibility.

Staff assignment for recruitment.--Nearly 67 per cent of the state supervisors indicated that no one on their staff had the responsibility of recruiting. Eighty-four per cent of the teacher educators reported they had someone assigned recruiting responsibilities.

Recruiting practices

Practices used by teacher educators, Kansas coordinators of post secondary programs in agriculture, and state supervisors are listed in Table 15.

Teacher educators.--Recruiting practices most often used by teacher educators were (in order) recruiting brochures, a personal letter from and an

interview with an agricultural education professor, and group presentations. Teacher educators reported a teaching unit as the least used practice.

Post secondary teachers.--Recruiting practices used most often by post secondary agriculture program coordinators for agricultural education were (in order) a personal interview with an agricultural education professor, a teaching unit on opportunities in agricultural education, and recruiting brochures. The news media was reported to be the least used practice.

State supervisors.--Recruiting practices used most often by state superviors were (in order) recruiting brochures, group presentations, and displays and bulletin boards. Personal interviews with agricultural education professors was reported to be the least used practice.

High school subject influencing students' choice of major

Data summarized in Table 16 discloses the high school subject influencing students' choice of a college major. Over 66 per cent of the students indicated that vocational agriculture was the one high school subject that influenced their choice of a college major.

Time in life university students choose agricultural education as their major

An analysis of time in life university students choose agricultural education as their major is presented in Table 17.

Teacher educators.--Nearly 37 per cent felt that students choose agricultural education as a college major while in high school. Sixteen per cent felt the choice was made when students are college sophomores.

State supervisors.--Fifty per cent felt that students choose agricultural education while in high school and 17 per cent felt it was when students were college sophomores.

Post secondary teachers.--Two-thirds felt that students choose agricultural education while in high school and 33 per cent felt this decision was made as college freshmen.

Students.--A total of 30 per cent said they chose agricultural education for a college major as a college sophomore, 26 per cent during high school, and 15 per cent as a college freshman.

People influencing students' choice of college curriculum

Figures contained in Table 18 show the influence of people on a students' college curriculum choice.

Teacher educators.--The people having the most influence on students' choice of a college curriculum were (in order) the vocational agriculture teacher, parents, friends, college professors, and relatives. Adults other than those listed were ranked to have the least influence.

Post secondary teachers.--People having the most influence were (in order) the vocational agriculture teacher, parents, friends, college professors, and the student's employer. The high school counselor was ranked to have the least influence.

State supervisor.--People having the most influence were (in order) the vocational agriculture teacher, parents, high school counselor, friends, and college professors. The county agent was ranked to have the least influence.

Students.--People having the most influence were (in order) the vocational agriculture teacher and college professor, parents, friends, and teacher other than vocational agriculture. The high school counselor was ranked to have the least influence.

Factors influencing students' choice of college curriculum

Table 19 shows the influencing factors that affect students' college curriculum choice.

Teacher educators.--The factors influencing agricultural education students' curriculum choice were (in order) vocational agriculture course, experience in FFA, visits to the university campus, and publications dealing with the agricultural education curriculum.

Post secondary teachers.--The factors that influenced students' choice of college curriculum were (in order) experience in FFA, vocational agriculture course, employment experience, and publications dealing with agricultural education.

State supervisors.--A ranking of the factors reported to influence students' choice of college curriculum were vocational agriculture course, experience in FFA, employment experience, and experience in 4-H.

Students.--The factors reported to influence their choice of college curriculum were (in order) vocational agriculture course, experience in FFA, employment experience, and publications dealing with careers in agricultural education.

Influence of recruiting practices in recruiting prospective vocational agriculture teachers

Practices that are influential in recruiting prospective vocational agriculture teachers are shown in Table 20.

Teacher educators.--A personal letter from and interview with an agricultural education professor were the two main practices noted in recruiting. Tours of the university and agricultural education department, group presentations, and recruiting brochures were also shown to be affective in recruiting. Teacher educators ranked displays and bulletin boards as the least effective recruiting practice.

Post secondary teachers.--The practices ranked as most influential were personal interview with a letter from an agricultural education professor, group presentations, a teaching unit on opportunities in agriculture education, and tours of the university and agricultural education department. The least influential recruiting practice according to post secondary teachers was form letters sent to many people.

State supervisors.--Ranked as the most influential recruiting practices were personal letter from and personal interviews with agricultural education professors, group presentations, tours of university and agricultural education department, and a teaching unit on opportunities in agricultural education. State supervisors ranked displays and bulletin boards last.

Students.--A personal interview with an agricultural education professor was ranked as the most influential recruiting practice. Other practices (in order) include tours of the university and agricultural education department,

a teaching unit on opportunities in agricultural education, recruiting brochures, and group presentations. The least influential practice was the news media.

Recruitment of prospective agriculture teachers

Recruitment sources.--The sources from which to recruit prospective vocational agriculture teachers is presented in Table 21. Teacher educators indicated university graduates other than agricultural education as the best recruitment source, followed technical education graduates. Post secondary teachers reported technical education graduates and university graduates other than agriculture education as the best sources in that order. State supervisors disclosed technical education graduates as the best source followed by business and industry degreed people.

Number recruited from each source.--A total of 97 vocational agriculture teachers were recruited from technical education graduates for the 1978-79 school year. Eighty-nine were recruited from university graduates other than agricultural education. An additional 42 were recruited from teachers of non-vocational subjects. These data are presented in Table 22.

Recruiting activities

A summary of recruiting activities utilized by teacher educators, post secondary teachers, and state supervisors are contained in Appendix C. These activities are shown by category and the frequency of responses for each activity.

CONCLUSIONS

The following conclusions are based upon the findings of the study:

1. Most of the Kansas State University agricultural education students had formerly studied vocational agriculture in high school, been members of the FFA, and had a farm background.
2. Students used occupational information concerning agricultural education if it was available to them in their high schools.
3. Agricultural education student recruitment was a responsibility of of teacher educators, state supervisors, and vocational agriculture teachers.
4. A majority of the state supervisory staffs did not have an individual assigned the responsibility for recruitment.
5. Vocational agriculture courses at the secondary level influenced enrollees to major in agricultural education.
6. There was no single time when students choose agricultural education as a college major, but the choice was made at varying times.
7. Persons that were most influential in students' choice of a college curriculum were vocational agriculture teachers, parents, friends, and college professors.
8. Courses in vocational agriculture, experience in the FFA, employment experience, and publications dealing with careers in agricultural education were factors influential in agriculture education students' choice of a college curriculum.

9. Recruiting practices that had the most influence on agricultural education students' choice of a major in college were personal interviews with agricultural education professors, tours of university and the agricultural education department, a teaching unit on opportunities in agricultural education, and recruiting brochures or pamphlets.
10. The most likely source of prospective vocational agriculture teachers, other than agricultural education graduates, were technical education graduates, business and industry degreed people, and university graduates other than agricultural education.

GUIDELINES

The following guidelines have been formulated by the researcher and validated from data reported in this study.

1. A recruiting program for agricultural education at Kansas State University should be developed and coordinated.
2. Teacher educators in agricultural education at Kansas State University should interview prospective vocational agriculture teacher candidates whenever possible. These interviews should include high school vocational agriculture students, agriculture students in community junior college, and university students enrolled in agriculture who have not declared a major.
3. A teaching unit on career opportunities in agricultural education should be developed and provided for use by high school vocational agriculture teachers and post secondary agriculture teachers.

4. Prospective agricultural education students should be encouraged to tour the Kansas State University campus and the agricultural education facilities.
5. Impress upon teachers of vocational agriculture that they are the most influential person in encouraging students to choose agricultural education as their major.
6. Develop a recruiting brochure designed to supplement the career opportunity information in agricultural education now being provided by the College of Agriculture.
7. Provide an occupational information kit on agricultural education to all high schools in the state if possible. Otherwise the information kit may best be utilized by distributing to high school vocational agriculture departments and community junior college agriculture program coordinators.
8. Make efforts to recruit agriculture students from community junior colleges. One activity that could be utilized would be presenting a program to agricultural orientation classes.
9. Develop and coordinate a program of work for recruitment activities.
10. Assign an individual or individuals on the joint agricultural education staff the responsibility of recruiting.
11. Vocational agriculture teachers should be encouraged to utilize students that have indicated an interest in becoming a vocational agriculture teacher an teacher aide[s], lab assistants, tutors, or FFA judging team coaches inasmuch as students reported employment experiences as a factor having a great deal of influence on their

choice of a college curriculum.

12. Develop a recruiting program that will make contact with prospective vocational agriculture teachers at various times in their educational training.
13. Distribute literature concerning career opportunities in agricultural education to parents of prospective teachers.
14. Use form letters and news media only as a last resort and when other recruiting practices have not provided expected results.
15. Examine and evaluate all possible sources from which vocational agriculture teachers can be recruited.

APPENDICES

APPENDIX A

KSU
KANSAS STATE UNIVERSITY

Department of Adult and Occupational Education

College of Education
Holton Hall
Manhattan, Kansas 66506
913-532-5535

TO: Agricultural Educators in Kansas Community Junior College

FROM: Richard F. Welton, Department of Adult & Occupational Educ.

SUBJECT: Agricultural Education Recruitment Survey

Because the shortage of vocational agriculture teachers in Kansas has persisted, an attempt is being made to improve on recruitment practices. The purpose of this research is to collect data which will lead to the development of guidelines for recruiting prospective agriculture teachers. These guidelines will be available for use to assist in the recruiting process. In order to accomplish this, your cooperation is necessary.

It would be appreciated if you would complete the enclosed questionnaire and return it in the self addressed stamped envelope before June 28, 1979.

Thank you for your time and cooperation.

Enclosures

RFW/jc

KSU
KANSAS STATE UNIVERSITY

Department of Adult and Occupational Education

College of Education
Holton Hall
Manhattan, Kansas 66506

MEMO TO: Agricultural Educators in Kansas Community Junior College

FROM: Richard F. Welton, Department of Adult and Occupational Education

SUBJECT: Agricultural Education Recruitment Survey

DATE: July 3, 1979

On June 15, 1979, you were mailed a survey questionnaire regarding recruitment in agricultural education. Inasmuch as I have not received the completed questionnaire from you, I am assuming something may have happened and the previous questionnaire did not reach you.

The purpose of this research is to collect data concerning teacher and student recruitment in agricultural education which will lead to the development of guidelines for recruiting prospective agricultural teachers. In order to accomplish this, your cooperation is necessary.

I would appreciate it very much if you would complete the enclosed questionnaire, which is a duplicate of the first, and return it in the self-addressed stamped envelope before July 11, 1979. If you have recently returned the first questionnaire, please disregard this letter.

Thank you for your help. Best wishes.

RFW:sad

Enclosure

KANSAS AGRICULTURAL EDUCATION
RECRUITMENT SURVEY

Directions: Please answer all questions on the questionnaire by either filling in the information or by checking the appropriate response. The questions which you are to check only one response are indicated as such. If a question does not indicate "check one", check as many responses that apply to you.

Identification Information:

Name _____ Position/Title _____

Institution _____ Address _____

City _____ Zip Code _____

Subject Matter Information:

1. At what time in their lives do you feel most university students choose agricultural education as their major? (check one)

   _____ a. Before high school
   _____ b. During high school
   _____ c. After high school, but before entering college
   _____ d. As a college freshman
   _____ e. As a college sophomore
   _____ f. As a college junior
   _____ g. As a college senior
   _____ h. Other (specify) _____

2. How much influence do you feel each of the following persons have on university students majoring in agricultural education in their choice of college major? (check one box for each line)

	Very Much Influence	Some Influence	Very Little Influence	No Influence
a. Parents				
b. High school counselor				
c. Friends				
d. Relatives				
e. Vo-Ag teacher				
f. County agent				
g. Teacher other than Vo-Ag .				
h. College professors				
i. State supervisor of Ag. Ed				
j. Student's employer				
k. Adults other than those previously listed				
l. Other (specify) ..... _____				

3. How much influence do you feel each of the following factors have on university students majoring in agricultural education in their choice of college major? (check one box for each line)

	Very Much Influence	Some Influence	Very Little Influence	No Influence
a. Vocational agriculture course...				
b. High school courses other than Vo-Ag				
c. Employment experience				
d. Experience in FFA				
e. Experience in 4-H				
f. Visit to the university campus .				
g. Publications dealing with the Ag. Education curriculum				
h. Publications dealing with careers in Ag. Education				
i. Other (specify)				

4. To what extent do you use each of the following recruiting practices to recruit prospective agriculture teachers? (check one box for each line)

	Used Often	Some-times Used	Used Very Little	Not Used
a. Recruiting brochures or pamphlets				
b. Form letters sent out to many people				
c. Group presentations (slide presentations, speeches, etc.).....				
d. Personal letter from an Ag Ed. professor				
e. Personal interview with an Ag. Ed. professor				
f. News media (radio, T.V., etc.) .				
g. Displays & bulletin boards				
h. Tours of universtiy and Ag. Education Department				
i. Teaching unit on opportunities in Ag. Education				
j. Other (specify)				

5. Please evaluate the following recruiting practices as to how much influence you feel they have in recruiting prospective agriculture teachers. (check one box in each line)

	Very Much Influence	Some Influence	Very Little Influence	No Influence
a. Recruiting brochures or pamphlets				
b. Form letters sent out to many people				
c. Group presentations (slide presentations, speeches, etc.)				
d. Personal letter from an Ag Ed. professor				
e. Personal interview with an Ag. Ed. professor				
f. News media (radio, T.V., etc.)				
g. Displays & bulletin boards				
h. Tours of universtiy and Ag. Education Department				
i. Teaching unit on opportunities in Ag. Education				
j. Other (specify)				

6. Please evaluate the following as to their possibility to provide a source from which to recruit prospective agriculture teachers. (check one box in each line)

	Very Good Possibility	Some Possibility	Very Little Possibility	No Possibility
a. Teachers of non-vocational subjects				
b. Technical education graduates				
c. Military service				
d. Business and Industry Degreed people.				
e. Business and Industry non-degreed people				
f. University graduates other than Ag. Ed.				
g. Other (specify)				

7. Briefly list some activities you use for recruiting prospective agriculture teachers.

THANK YOU FOR YOU TIME AND COOPERATION

KANSAS AGRICULTURAL EDUCATION
RECRUITMENT SURVEY

Directions: Please answer all questions on the questionnaire by either filling in the information or by checking the appropriate response. The questions which you are to check only one response are indicated as such. If a question does not indicate "check one", check as many responses that apply to you.

Identification Information:

Name _____ Position/Title _____

Institution _____ Address _____

City _____ Zip Code _____

Subject Matter Information:

1. At what time in their lives do you feel most university students choose agricultural education as their major? (check one)

   _____ a. Before high school
   _____ b. During high school
   _____ c. After high school, but before entering college
   _____ d. As a college freshman
   _____ e. As a college sophomore
   _____ f. As a college junior
   _____ g. As a college senior
   _____ h. Other (specify) _____

2. How much influence do you feel each of the following persons have on university students majoring in agricultural education in their choice of college major? (check one box for each line)

	Very Much Influence	Some Influence	Very Little Influence	No Influence
a. Parents				
b. High school counselor				
c. Friends				
d. Relatives				
e. Vo-Ag teacher				
f. County agent				
g. Teacher other than Vo-Ag .				
h. College professors				
i. State supervisor of Ag. Ed				
j. Student's employer				
k. Adults other than those previously listed				
l. Other (specify) ..... _____				

3. How much influence do you feel each of the following factors have on university students majoring in agricultural education in their choice of college major? (check one box for each line)

	Very Much Influence	Some Influence	Very Little Influence	No Influence
a. Vocational agriculture course...				
b. High school courses other than Vo-Ag				
c. Employment experience				
d. Experience in FFA				
e. Experience in 4-H				
f. Visit to the university campus .				
g. Publications dealing with the Ag. Education curriculum				
h. Publications dealing with careers in Ag. Education				
i. Other (specify)				

4. To what extent do you use each of the following recruiting practices to recruit prospective agriculture teachers? (check one box for each line)

	Used Often	Some-times Used	Used Very Little	Not Used
a. Recruiting brochures or pamphlets				
b. Form letters sent out to many people				
c. Group presentations (slide presentations, speeches, etc.).....				
d. Personal letter from an Ag Ed. professor				
e. Personal interview with an Ag. Ed. professor				
f. News media (radio, T.V., etc.) .				
g. Displays & bulletin boards				
h. Tours of universtiy and Ag. Education Department				
i. Teaching unit on opportunities in Ag. Education				
j. Other (specify)				

5. Please evaluate the following recruiting practices as to how much influence you feel they have in recruiting prospective agriculture teachers. (check one box in each line)

	Very Much Influence	Some Influence	Very Little Influence	No Influence
a. Recruiting brochures or pamphlets				
b. Form letters sent out to many people				
c. Group presentations (slide presentations, speeches, etc.).....				
d. Personal letter from an Ag Ed. professor				
e. Personal interview with an Ag. Ed. professor				
f. News media (radio, T.V., etc.) .				
g. Displays & bulletin boards				
h. Tours of universtiy and Ag. Education Department				
i. Teaching unit on opportunities in Ag. Education				
j. Other (specify)				

6. Please evaluate the following as to their possibility to provide a source from which to recruit prospective agriculture teachers. (check one box in each line)

	Very Good Possibility	Some Possibility	Very Little Possibility	No Possibility
a. Teachers of non-vocational subjects .				
b. Technical education graduates				
c. Military service				
d. Business and Industry Degreed people.				
e. Business and Industry non-degreed people.....				
f. University graduates other than Ag. Ed.				
g. Other (specify)				

7. Briefly list some activities you use for recruiting prospective agriculture teachers.

THANK YOU FOR YOU TIME AND COOPERATION

KSU
KANSAS STATE UNIVERSITY

Department of Adult and Occupational Education

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TO: State Supervisors of Agricultural Education in Central Region

FROM: Richard F. Welton, Department of Adult & Occupational Educ.

SUBJECT: Agricultural Education Recruitment Survey

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SUBJECT: Agricultural Education Recruitment Survey

DATE: July 3, 1979

On June 15, 1979, you were mailed a survey questionnaire regarding recruitment in agricultural education. Inasmuch as I have not received the completed questionnaire from you, I am assuming something may have happened and the previous questionnaire did not reach you.

The purpose of this research is to collect data concerning teacher and student recruitment in agricultural education which will lead to the development of guidelines for recruiting prospective agricultural teachers. In order to accomplish this, your cooperation is necessary.

I would appreciate it very much if you would complete the enclosed questionnaire, which is a duplicate of the first, and return it in the self-addressed stamped envelope before July 11, 1979. If you have recently returned the first questionnaire, please disregard this letter.

Thank you for your help. Best wishes.

RFW:sad

Enclosure

STATE SUPERVISOR SURVEY
OF
AGRICULTURAL EDUCATION RECRUITMENT IN CENTRAL REGION

Directions: Please answer all questions on the questionnaire by either completing the information or by checking the appropriate responses. The questions which you are to check only one response are indicated as such. If a question does not indicate "check one", check as many responses that apply.

Identification Information

Name _____ Position _____

Address _____ Telephone Number _____
Number Street

_____
City State Zip

Background Information

1. How many high school vocational agriculture departments are in your state? _____

2. How many high school vocational agriculture teachers are there in your state? _____

3. How many agricultural education teacher education departments are there in your state which prepare teachers qualified for certification?
_____

4. To meet your needs, what is the present supply of vocational agriculture teachers in your state?

_____ a. Inadequate

_____ b. Adequate

_____ c. More than adequate

5. Who has the primary responsibility for teacher recruitment in your state? (check one)

_____ a. State supervisors

_____ b. Teacher educators

_____ c. Vocational agriculture teachers

_____ d. Both state supervisors and teacher educators

_____ e. All - a,b, and c

6. Do you have Agricultural Education Supervisors in your State Department assigned the responsibility of teacher recruitment? (check one)

_____ a. Yes

_____ b. No

If yes how many? _____

7. How many Supervisors of Agricultural Education do you have in your State Department? _____

Subject Matter Information

8. At what time in their lives do you feel most university students choose agricultural education as their major? (check one)

_____ a. Before high school
_____ b. During high school
_____ c. After high school, but before entering college
_____ d. As a college freshman
_____ e. As a college sophomore
_____ f. As a college junior
_____ g. As a college senior
_____ h. Other (specify) _____

9. How much influence do you feel each of the following persons have on university students majoring in agricultural education in their choice of college major? (check one box for each line)

	Very Much Influence	Some Influence	Very Little Influence	No Influence
a. Parents				
b. High school counselor				
c. Friends				
d. Relatives				
e. Vo-Ag teacher				
f. County agent				
g. Teacher other than Vo-Ag .				
h. College professors				
i. State supervisor of Ag. Ed				
j. Student's employer				
k. Adults other than those previously listed				
l. Other (specify)				

10. How much influence do you feel each of the following factors have on university students majoring in agricultural education in their choice of college major? (check one box for each line)

	Very Much Influence	Some Influence	Very Little Influence	No Influence
a. Vocational agriculture course...				
b. High school courses other than Vo-Ag				
c. Employment experience				
d. Experience in FFA				
e. Experience in 4-H				
f. Visit to the university campus .				
g. Publications dealing with the Ag. Education curriculum				
h. Publications dealing with careers in Ag. Education				
i. Other (specify)				

11. To what extent do you use each of the following recruiting practices to recruit prospective agriculture teachers? (check one box for each line)

	Used Often	Some-times Used	Used Very Little	Not Used
a. Recruiting brochures or pamphlets				
b. Form letters sent out to many people				
c. Group presentations (slide presentations, speeches, etc.).....				
d. Personal letter from an Ag Ed. professor				
e. Personal interview with an Ag. Ed. professor				
f. News media (radio, T.V., etc.) .				
g. Displays & bulletin boards				
h. Tours of universtiy and Ag. Education Department				
i. Teaching unit on opportunities in Ag. Education				
j. Other (specify)				

12. Please evaluate the following recruiting practices as to how much influence you feel they have in recruiting prospective agriculture teachers. (check one box in each line)

	Very Much Influence	Some Influence	Very Little Influence	No Influence
a. Recruiting brochures or pamphlets				
b. Form letters sent out to many people				
c. Group presentations (slide presentations, speeches, etc.)				
d. Personal interview with an Ag. Ed. professor				
e. Personal letter from an Ag. Ed. professor				
f. News media (radio, T.V., etc.)				
g. Displays & Bulletin boards				
h. Tours of university and Ag. Education Department				
i. Teaching unit on opportunities in Ag. Education				
j. Other (specify)				

13. Please evaluate the following as to their possibility to provide a source from which to recruit prospective agriculture teachers. (check one box in each line)

	Very Good Possibility	Some Possibility	Very Little Possibility	No Possibility
a. Teachers of non-vocational subjects				
b. Technical education graduates				
c. Military service				
d. Business and Industry Degreed people				
e. Business and Industry non-degreed people				
f. University graduates other than Ag. Ed.				
g. Other (specify)				

14. Indicate the approximate number of vocational agriculture teachers in your state that was recruited for the past school year from each of the following sources.

_____ a. Teachers of Non-vocational subjects

_____ b. Technical education graduates

_____ c. Military service

_____ d. Business and industry - Degreed people

_____ e. Business and industry - Non-degreed people

_____ f. University graduates other than Ag. Ed. majors

_____ g. Other (specify) _____

15. Briefly list some activities of your program for recruiting prospective agriculture teachers.

TAHNK YOU FOR YOUR TIME AND COOPERATION

KSU
KANSAS STATE UNIVERSITY

Department of Adult and Occupational Education

College of Education
Holton Hall
Manhattan, Kansas 66506
913-532-5535

TO: Teacher Educators of Agricultural Education in Central Region

FROM: Richard F. Welton, Dept. of Adult & Occupational Educ.

SUBJECT: Agricultural Education Recruitment Survey

Because the shortage of vocational agriculture teachers in the Central Region has persisted, an attempt is being made to improve on recruitment practices. The purpose of this research is to collect data which will lead to the development of guidelines for recruiting prospective agriculture teachers. These guidelines will be available for use to assist in the recruiting process. In order to accomplish this, your cooperation is necessary.

It would be appreciated if you would complete the enclosed questionnaire and return it in the self addressed stamped envelope before June 28, 1979 .

Thank you for your time and cooperation.

RFW/jc
Enclosures

KSU
KANSAS STATE UNIVERSITY

Department of Adult and Occupational Education

College of Education
Holton Hall
Manhattan, Kansas 66506

MEMO TO: Teacher Educators in Agricultural Education in the Central Region

FROM: Richard F. Welton, Department of Adult and Occupational Education

SUBJECT: Agricultural Education Recruitment Survey

DATE: July 3, 1979

On June 15, 1979, you were mailed a survey questionnaire regarding recruitment in agricultural education. Inasmuch as I have not received the completed questionnaire from you, I am assuming something may have happened and the previous questionnaire did not reach you.

The purpose of this research is to collect data concerning teacher and student recruitment in agricultural education which will lead to the development of guidelines for recruiting prospective agricultural teachers. In order to accomplish this, your cooperation is necessary.

I would appreciate it very much if you would complete the enclosed questionnaire, which is a duplicate of the first, and return it in the self-addressed stamped envelope before July 11, 1979. If you have recently returned the first questionnaire, please disregard this letter.

Thank you for your help. Best wishes.

RFW:sad

Enclosure

TEACHER EDUCATION SURVEY
OF
AGRICULTURAL EDUCATION RECRUITMENT IN CENTRAL REGION

Directions - Please answer all questions on the questionnaire by either completing the information or by checking the appropriate response(s). The questions which you are to check only one response are indicated as such. If a question does not indicate "check one", check as many responses that apply.

Identification Information

Name _____ Position _____

University _____ Telephone Number _____

Address _____
Number Street

_____
City State Zip

Background Information

1. Who has the primary responsibility for teacher recruitment in your state? (check one)

   _____ a. State supervisors

   _____ b. Teacher educators

   _____ c. Vocational agriculture teachers

   _____ d. Both state supervisors and teacher educators

   _____ e. All - a,b, and c

2. Do you have teacher educators in your Agricultural Education Department assigned the responsibility of undergraduate student recruitment? (check one)

   _____ a. Yes

   _____ b. No

   If yes, how many? _____

3. How many teacher educators do you have in your Agricultural Education Department? _____

Subject Matter Information

4. At what time in their lives do you feel most university students choose agricultural education as their major? (check one)

_____ a. Before high school

_____ b. During high school

_____ c. After high school, but before entering college

_____ d. As a college freshman

_____ e. As a college sophomore

_____ f. As a college junior

_____ g. As a college senior

_____ h. Other (specify) _____

5. How much influence do you feel each of the following persons have on university students majoring in agricultural education in their choice of college major? (check one box for each line)

	Very Much Influence	Some Influence	Very Little Influence	No Influence
a. Parents				
b. High school counselor				
c. Friends				
d. Relatives				
e. Vo-Ag teacher				
f. County agent				
g. Teacher other than Vo-Ag .				
h. College professors				
i. State supervisor of Ag. Ed				
j. Student's employer				
k. Adults other than those previously listed				
l. Other (specify)				

6. How much influence do you feel each of the following factors have on university students majoring in agricultural education in their choice of college major? (check one box for each line)

	Very Much Influence	Some Influence	Very Little Influence	No Influence
a. Vocational agriculture course...				
b. High school courses other than Vo-Ag				
c. Employment experience				
d. Experience in FFA				
e. Experience in 4-H				
f. Visit to the university campus .				
g. Publications dealing with the Ag. Education curriculum				
h. Publications dealing with careers in Ag. Education				
i. Other (specify)				

7. To what extent do you use each of the following recruiting practices to recruit prospective agriculture teachers? (check one box for each line)

	Used Often	Sometimes Used	Used Very Little	Not Used
a. Recruiting brochures or pamphlets .				
b. Form letters sent out to many people				
c. Group presentations (slide presentations, speeches, etc.)				
d. Personal interview with an Ag. Ed. professor				
e. Personal letter from an Ag. Ed. professor				
f. News media (radio, T.V., etc.)				
g. Displays & Bulletin boards				
h. Tours of university and Ag. Education Department				
i. Teaching unit on opportunities in Ag. Education				
j. Other (specify)				

8. Please evaluate the following recruiting practices as to how much influence you feel they have in recruiting prospective agriculture teachers. (check one box in each line)

	Very Much Influence	Some Influence	Very Little Influence	No Influence
a. Recruiting brochures or pamphlets .				
b. Form letters sent out to many people				
c. Group presentations (slide presentations, speeches, etc.)				
d. Personal interview with an Ag. Ed. professor				
e. Personal letter from an Ag. Ed. professor				
f. News media (radio, T.V., etc.)				
g. Displays & Bulletin boards				
h. Tours of university and Ag. Education Department				
i. Teaching unit on opportunities in Ag. Education				
j. Other (specify)				

9. Please evaluate the following as to their possibility to provide a source from which to recruit prospective agriculture teachers. (check one box in each line)

	Very Good Possibility	Some Possibility	Very Little Possibility	No Possibility
a. Teachers of non-vocational subjects .				
b. Technical education graduates				
c. Military service				
d. Business and Industry Degreed people.				
e. Business and Industry non-degreed people.....				
f. University graduates other than Ag. Ed.				
g. Other (specify)				

10. Briefly list some activilites of your program for recruiting prospective agriculture teachers.

THANK YOU FOR YOUR TIME AND COOPERATION

KSU
KANSAS STATE UNIVERSITY

Department of Adult and Occupational Education

College of Education
Holton Hall
Manhattan, Kansas 66506

MEMO TO: Agricultural Education Students at KSU

FROM: Richard F. Welton, Department of Adult and Occupational Education

SUBJECT: Agricultural Education Recruitment Survey

DATE: July 3, 1979

On June 15, 1979, you were mailed a survey questionnaire regarding recruitment in agricultural education. Inasmuch as I have not received the completed questionnaire from you, I am assuming something may have happened and the previous questionnaire did not reach you.

The purpose of this research is to collect data concerning teacher and student recruitment in agricultural education which will lead to the development of guidelines for recruiting prospective agricultural teachers. In order to accomplish this, your cooperation is necessary.

I would appreciate it very much if you would complete the enclosed questionnaire, which is a duplicate of the first, and return it in the self-addressed stamped envelope before July 11, 1979. If you have recently returned the first questionnaire, please disregard this letter.

Thank you for your help. Best wishes.

RFW:sad

Enclosure

KSU
KANSAS STATE UNIVERSITY

Department of Adult and Occupational Education

College of Education
Holton Hall
Manhattan, Kansas 66506
913-532-5535

TO: Agricultural Education Students at KSU

FROM: Richard F. Welton, Dept. of Adult & Occupational Educ.

SUBJECT: Agricultural Education Recruitment Survey

As you may know, a shortage of vocational agriculture teachers exists in the state. In order to help the Agricultural Education staff at KSU improve our recruitment procedures, we need your help. Will you take a few minutes to complete the enclosed questionnaire? After reading the directions carefully and completing it, please return the enclosed questionnaire in the self-addressed stamped envelope before June 27, 1979.

Thank you for your help and time. Best wishes for an enjoyable summer.

Enclosure

RFW/jc

AGRICULTURAL EDUCATION RECRUITMENT
STUDENT SURVEY

Directions: Please answer all questions on the questionnaire by either filling in the information or by checking the appropriate response. The questions which you are to check only one response are indicated as such. If a question does not indicate "check one", check as many responses that apply to you.

Identification Information:

Name _____ Age _____ Sex M F (circle one)

Home Address _____
Number Street

_____
City State Zip

Background Information

1. Current university status (check one)

_____ a. Freshman
_____ b. Sophomore
_____ c. Junior
_____ d. Senior
_____ e. Fifth year or graduate student

2. Number of years you studied vocational agriculture in high school (check one)

_____ a. 0 years
_____ b. 1 year
_____ c. 2 years
_____ d. 3 years
_____ e. 4 years

3. Number of years you were a member of FFA (check one)

_____ a. 0 years
_____ b. 1 year
_____ c. 2 years
_____ d. 3 years
_____ e. 4 years
_____ f. 5 years
_____ g. longer than 5 years

4. Which of the following most closely describes your background (check one)

_____ a. Farm
_____ b. Non-farm

5. Which of the following experiences, other than just summer employment, have you had on a full time basis? (check those that apply)

_____ a. Military service

_____ b. Farming or ranching

_____ c. Employed in an agricultural related occupation

_____ d. Employed in a non-agricultural occupation

_____ e. None of the above

_____ f. Other (specify) _____

6. Have you ever been a student in a post secondary vocational or technical school, community or junior college before attending Kansas State university. (check one)

_____ a. Yes

_____ b. No

7. In what year did you graduate from high school? _____

8. To what extent did your parents encourage you to continue your education beyond high school? (check one)

_____ a. Very encouraging

_____ b. Encouraging

_____ c. No encouraging

_____ d. Discouraging

9. (a) Was occupational information concerning agricultural education available to you in your high school? (check one)

_____ a. Yes

_____ b. No

(b) If yes, did you use the information? (check one)

_____ a. Yes

_____ b. No

Subject Matter Information:

10. When did you first choose agricultural education as a college major? (check one)

_____ a. Before high school

_____ b. During high school

_____ c. After high school, but before entering college

_____ d. As a college freshman

_____ e. As a college sophomore

_____ f. As a college junior

_____ g. As a college senior

_____ h. Other (specify)

_____

11. What one high school subject most influenced your choice of agricultural education as a college major? _____
(specify)

12. Which of the following statements most nearly identifies your situation? (check one)

_____ a. Agricultural education was my first declared major.

_____ b. I switched from another major into agricultural education.

13. Do you expect to graduate with an agricultural education major? (check one)

_____ a. Yes

_____ b. No

14. How much influence did each of the following persons have on your choice of college major? (check one box for each line)

	Very Much Influence	Some Influence	Very Little Influence	No Influence
a. Parents				
b. High school counselor				
c. Friends				
d. Relatives				
e. Vo-Ag teacher				
f. County agent				
g. Teacher other than Vo-Ag				
h. College professors				
i. State supervisor of Ag. Ed				
j. Student's employer				
k. Adults other than those previously listed				
l. Other (specify) _____				

15. How much influence did each of the following factors have on your choice of college major? (check one box for each line)

	Very Much Influence	Some Influence	Very Little Influence	No Influence
a. Vocational agriculture course				
b. High school courses other than Vo-Ag				
c. Employment experience				
d. Experience in FFA				
e. Experience in 4-H				
f. Visit to the university campus				
g. Publications dealing with the Ag. Education curriculum				
h. Publications dealing with careers in Ag. Education				
i. Other (specify) _____				

16. Please evaluate the following recruiting practices as to the influence they had in recruiting you as an agricultural education major. (check one box for each line)

	Very Much Influence	Some Influence	Very Little Influence	No Influence
a. Recruiting brochures or pamphlets				
b. Form letters sent out to many people				
c. Group presentations (slide presentations, speeches, etc.).....				
d. Personal letter from an Ag Ed. professor				
e. Personal interview with an Ag. Ed. professor				
f. News media (radio, T.V., etc.) .				
g. Displays & bulletin boards				
h. Tours of universtiy and Ag. Education Department				
i. Teaching unit on opportunities in Ag. Education				
j. Other (specify)				

AGRICULTURAL EDUCATION RECRUITMENT
STUDENT SURVEY

Directions: Please answer all questions on the questionnaire by either filling in the information or by checking the appropriate response. The questions which you are to check only one response are indicated as such. If a question does not indicate "check one", check as many responses that apply to you.

Identification Information:

Name _____ Age _____ Sex M F (circle one)

Home Address _____
Number Street

_____
City State Zip

Background Information

1. Current university status (check one)

_____ a. Freshman
_____ b. Sophomore
_____ c. Junior
_____ d. Senior
_____ e. Fifth year or graduate student

2. Number of years you studied vocational agriculture in high school (check one)

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_____ c. 2 years
_____ d. 3 years
_____ e. 4 years

3. Number of years you were a member of FFA (check one)

_____ a. 0 years
_____ b. 1 year
_____ c. 2 years
_____ d. 3 years
_____ e. 4 years
_____ f. 5 years
_____ g. longer than 5 years

4. Which of the following most closely describes your background (check one)

_____ a. Farm
_____ b. Non-farm

5. Which of the following experiences, other than just summer employment, have you had on a full time basis? (check those that apply)

_____ a. Military service
_____ b. Farming or ranching
_____ c. Employed in an agricultural related occupation
_____ d. Employed in a non-agricultural occupation
_____ e. None of the above
_____ f. Other (specify) _____

6. Have you ever been a student in a post secondary vocational or technical school, community or junior college before attending Kansas State university. (check one)

_____ a. Yes
_____ b. No

7. In what year did you graduate from high school? _____

8. To what extent did your parents encourage you to continue your education beyond high school? (check one)

_____ a. Very encouraging
_____ b. Encouraging
_____ c. No encouraging
_____ d. Discouraging

9. (a) Was occupational information concerning agricultural education available to you in your high school? (check one)

_____ a. Yes
_____ b. No

(b) If yes, did you use the information? (check one)

_____ a. Yes
_____ b. No

Subject Matter Information:

10. When did you first choose agricultural education as a college major? (check one)

_____ a. Before high school
_____ b. During high school
_____ c. After high school, but before entering college
_____ d. As a college freshman
_____ e. As a college sophomore
_____ f. As a college junior
_____ g. As a college senior
_____ h. Other (specify) _____

11. What one high school subject most influenced your choice of agricultural education as a college major? _____
(specify)

12. Which of the following statements most nearly identifies your situation? (check one)

_____ a. Agricultural education was my first declared major.

_____ b. I switched from another major into agricultural education.

13. Do you expect to graduate with an agricultural education major? (check one)

_____ a. Yes

_____ b. No

14. How much influence did each of the following persons have on your choice of college major? (check one box for each line)

	Very Much Influence	Some Influence	Very Little Influence	No Influence
a. Parents				
b. High school counselor				
c. Friends				
d. Relatives				
e. Vo-Ag teacher				
f. County agent				
g. Teacher other than Vo-Ag .				
h. College professors				
i. State supervisor of Ag. Ed				
j. Student's employer				
k. Adults other than those previously listed				
l. Other (specify) ..... _____				

15. How much influence did each of the following factors have on your choice of college major? (check one box for each line)

	Very Much Influence	Some Influence	Very Little Influence	No Influence
a. Vocational agriculture course...				
b. High school courses other than Vo-Ag				
c. Employment experience				
d. Experience in FFA				
e. Experience in 4-H				
f. Visit to the university campus .				
g. Publications dealing with the Ag. Education curriculum				
h. Publications dealing with careers in Ag. Education				
i. Other (specify)				

16. Please evaluate the following recruiting practices as to the influence they had in recruiting you as an agricultural education major. (check one box for each line)

	Very Much Influence	Some Influence	Very Little Influence	No Influence
a. Recruiting brochures or pamphlets				
b. Form letters sent out to many people				
c. Group presentations (slide presentations, speeches, etc.).....				
d. Personal letter from an Ag Ed. professor				
e. Personal interview with an Ag. Ed. professor				
f. News media (radio, T.V., etc) .				
g. Displays & bulletin boards				
h. Tours of universtiy and Ag. Education Department				
i. Teaching unit on opportunities in Ag. Education				
j. Other (specify)				

APPENDIX B

TABLE 1

PERCENTAGE RESPONSE TO
MAILED QUESTIONNAIRES

Respondent Category	Number Contacted	Number Returned	Per Cent Useable
Teacher educators	19	19	100
State supervisors	12	12	100
Kansas CJC coordinators	19	9	47
KSU agricultural education students	115	102	87
TOTALS	165	142	86

TABLE 2

UNIVERSITY GRADE LEVEL OF
AGRICULTURAL EDUCATION STUDENTS

Grade Level	Number	Per Cent
Freshmen	4	3.9
Sophomore	8	7.8
Junior	22	21.6
Senior	39	38.2
Fifth year or graduate student	28	27.5
No Response	1	1.0
TOTALS	102	100.0

TABLE 3

NUMBER OF YEARS STUDENT RESPONDENTS STUDIED VOCATIONAL AGRICULTURE IN HIGH SCHOOL

Years of Vocational Agriculture	Number	Per Cent
0 Years	24	23.5
1 Year	1	1.0
2 Years	4	3.9
3 Years	14	13.7
4 Years	59	57.8
TOTALS	102	100.0

TABLE 4

NUMBER OF YEARS STUDENT RESPONDENTS WERE MEMBERS IN THE FFA

Years in FFA	Number	Per Cent
0 Years	25	24.5
1 Year	0	0
2 Years	2	2.0
3 Years	12	11.8
4 Years	36	35.3
5 Years	12	11.8
Longer than 5 years	15	14.7
TOTALS	102	100.0

TABLE 5

NUMBER OF STUDENT RESPONDENTS

REPORTING A FARM OR NON-FARM BACKGROUND

Background	Number	Per Cent
Farm	91	89.2
Non-farm	9	8.8
No Response	2	2.0
TOTALS	102	100.0

TABLE 6

NUMBER OF STUDENT RESPONDENTS

INDICATING ATTENDANCE IN A POST SECONDARY

VOCATIONAL OR TECHNICAL, COMMUNITY OR

JUNIOR COLLEGE

Attendance	Number	Per Cent
Yes	43	42.2
No	58	56.9
No Response	1	1.0
TOTALS	102	100.0

TABLE 7

NUMBER OF STUDENTS INDICATING WHETHER OCCUPATIONAL INFORMATION CONCERNING AGRICULTURAL EDUCATION WAS AVAILABLE TO THEM IN THEIR HIGH SCHOOL

Available Occupational Information	Number	Per Cent
Yes	57	55.9
No	42	41.2
No Response	3	2.9
TOTALS	102	100.0

TABLE 8

NUMBER OF STUDENTS THAT HAD OCCUPATIONAL INFORMATION CONCERNING AGRICULTURAL EDUCATION AVAILABLE TO THEM IN THEIR HIGH SCHOOL INDICATING WHETHER THEY USED THE INFORMATION

Made Use of Information	Number	Per Cent
Yes	36	63.1
No	21	36.9
TOTALS	57	100.0

TABLE 9

NUMBER OF STUDENTS EXPECTING TO GRADUATE WITH AN AGRICULTURAL EDUCATION MAJOR

Graduate with Agricultural Education Major	Number	Per Cent
Yes	92	90.2
No	5	4.9
No Response	5	4.9
TOTALS	102	100.0

TABLE 10

STUDENT RESPONDENTS SITUATION IN AGRICULTURAL EDUCATION

Situation in Agricultural Education	Number	Per Cent
Agricultural education was first major	52	51.0
Switched from another major into agricultural education	48	47.1
No Response	2	2.0
TOTALS	102	100.0

TABLE 11

PROFILE OF SELECTED CHARACTERISTICS
FOR AGRICULTURAL EDUCATION STUDENTS
AT KANSAS STATE UNIVERSITY, 1978-79
(N = 102)

Student Characteristics	Per Cent of Students
Male	90
Senior, fifth year, or graduate student	68
Vocational agriculture students for four years	58
Never enrolled as vocational agriculture student	24
FFA members for four or more years	62
Farm background	89
Attended post-secondary institute before Kansas State University	42
Expect to graduate with agriculture education major	90
Switched to agricultural education from another major	47

TABLE 12

PRESENT SUPPLY OF VOCATIONAL AGRICULTURE TEACHERS AS REPORTED BY STATE SUPERVISORS IN CENTRAL REGION

Supply	Number	Per Cent
Inadequate	11	91.7
Adequate	0	0
More than adequate	0	0
No Response	1	8.3
TOTALS	12	100.0

TABLE 13

PEOPLE RESPONSIBLE FOR TEACHER RECRUITMENT AS REPORTED BY STATE SUPERVISORS AND TEACHER EDUCATORS IN CENTRAL REGION

People Responsible	State Supervisors		Teacher Educators	
	No.	%	No.	%
State supervisors	0	0	0	0
Teacher educators	4	33.3	9	47.4
Vocational agricultural teachers	1	8.3	0	0
Both state supervisors and teacher educators	2	16.7	1	5.3
State supervisors, teacher educators, and vocational agricultural teachers	4	33.3	8	42.1
No Response	1	8.3	1	5.3
TOTALS	12	100.0	19	100.0

TABLE 14

NUMBER OF STATE SUPERVISORS AND TEACHER EDUCATORS REPORTING WHETHER SOMEONE ON THEIR STAFF IS ASSIGNED RESPONSIBILITY OF RECRUITING IN CENTRAL REGION

Recruitment Responsibility Assigned	State Supervisors		Teacher Educators	
	No.	%	No.	%
Yes	3	25.0	16	84.2
No	8	66.7	2	10.5
No Response	1	8.3	1	5.3
TOTALS	12	100.0	19	100.0

TABLE 15

MEAN WEIGHTED SCORE AND RANK
OF RECRUITING PRACTICES USED
BY TEACHER EDUCATORS, POSTSECONDARY
TEACHERS, AND STATE SUPERVISORS

Recruiting Practices	Teacher Educators		Postsecondary Teachers		State Supervisor	
	MWS	Rank	MWS	Rank	MWS	Rank
Recruiting brochures or pamphlets	3.3	1	2.6	3	2.7	1
Form letters sent out to many people	2.8	7	2.3	8	2.0	8
Group presentations (slide presentations, speeches, etc.)	3.1	4	2.6	4	2.6	2
Personal letter from an Ag. Ed. professor	3.3	2	2.4	5	2.1	6
Personal interview with an Ag. Ed. professor	3.3	3	2.7	1	1.8	9
News media (radio, T.V., etc.)	2.5	8	1.9	9	2.1	7
Displays and bulletin boards	2.9	6	2.4	6	2.3	3
Tours of university and Ag. Education Department	3.0	5	2.4	7	2.3	4
Teaching unit on opportunities in Ag. Education	2.4	9	2.7	2	2.3	5

TABLE 16

HIGH SCHOOL SUBJECT INFLUENCING AGRICULTURAL EDUCATION STUDENTS' CHOICE OF COLLEGE MAJOR

Subject	Number	Per Cent
Vocational agriculture	68	66.6
Welding	2	2.0
Biology	2	2.0
Shop/Industrial Arts	3	2.9
No Response	27	26.5
TOTALS	102	100.0

TABLE 17

TIME IN THEIR LIVES UNIVERSITY STUDENTS CHOOSE AGRICULTURAL EDUCATION AS THEIR MAJOR AS REPORTED BY TEACHER EDUCATORS, STATE SUPERVISORS, KANSAS POST SECONDARY INSTRUCTORS, AND STUDENTS

Time in Life	Teacher Educators		State Supervisors		Postsecondary Teachers		Students	
	No.	%	No.	%	No.	%	No.	%
Before high school	0	0	0	0	0	0	0	0
During high school	7	36.8	6	50.0	6	66.7	27	26.5
After high school, but before college	2	10.5	1	8.3	0	0	11	10.8
As a college freshman	2	10.5	1	8.3	3	33.3	15	14.7
As a college sophomore	3	15.8	2	16.7	0	0	31	30.4
As a college junior	1	5.3	1	8.3	0	0	11	10.8
As a college senior	0	0	0	0	0	0	1	1.0
Other	2	10.5	0	0	0	0	4	3.9
No Response	2	10.5	1	8.3	0	0	2	2.0
TOTALS	19	100.0	12	100.0	9	100.0	102	100.0

TABLE 18

MEAN WEIGHTED SCORE AND RANK OF PEOPLE INFLUENCING STUDENTS CHOICE OF COLLEGE CURRICULUM AS REPORTED BY TEACHER EDUCATORS, POSTSECONDARY TEACHERS, STATE SUPERVISORS AND STUDENTS

People	Teacher Educators		Postsecondary Teachers		State Supervisor		Students	
	MWS	Rank	MWS	Rank	MWS	Rank	MWS	Rank
Parents	3.0	2	3.1	2	3.2	2	2.5	3
High school counselor	2.2	6	1.8	11	3.0	3	1.4	11
Friends	2.9	3	3.0	3	2.8	4	2.3	4
Relatives	2.2	5	2.1	8	2.1	8	1.8	6
Vo-Ag teacher	3.7	1	3.8	1	3.5	1	2.7	1
County agent	1.8	8	2.3	7	1.9	11	1.6	9
Teacher other than Vo-Ag	1.8	9	2.6	6	2.0	9	2.2	5
College professors	2.5	4	2.8	4	2.5	5	2.7	1
State supervisor of Ag. Ed.	2.0	7	1.9	10	2.3	6	1.5	10
Student's employer	1.7	10	2.7	5	2.1	7	1.6	8
Adults other than those previously listed	1.7	11	2.0	9	2.0	10	1.8	7

TABLE 19

MEAN WEIGHTED SCORE AND RANK OF FACTORS INFLUENCING STUDENTS CHOICE OF COLLEGE CURRICULUM AS REPORTED BY TEACHER EDUCATORS, POSTSECONDARY TEACHERS, STATE SUPERVISORS AND STUDENTS

	Teacher Educators		Postsecondary Teachers		State Supervisor		Students	
People	MWS	Rank	MWS	Rank	MWS	Rank	MWS	Rank
Vocational agriculture course	3.5	1	3.6	2	3.4	1	3.1	1
High school courses other than Vo-Ag	2.0	8	2.6	6	2.2	8	1.8	8
Employment experience	2.2	6	2.9	3	2.8	3	2.9	3
Experience in FFA	3.5	2	3.9	1	3.4	2	3.0	2
Experience in 4-H	2.2	7	2.4	8	2.8	4	2.0	7
Visit to the university campus	3.3	3	2.8	5	2.8	5	2.1	5
Publications dealing with the Ag. Education curriculum	2.7	4	2.6	7	2.5	6	2.1	6
Publications dealing with careers in Ag. Education	2.6	5	2.9	4	2.3	7	2.2	4

TABLE 20

MEAN WEIGHTED SCORE AND RANK OF INFLUENCING EFFECT OF RECRUITING PRACTICES IN RECRUITING PROSPECTIVE VOCATIONAL AGRICULTURE TEACHERS AS REPORTED BY TEACHER EDUCATORS, POSTSECONDARY TEACHERS, STATE SUPERVISORS AND STUDENTS

Recruiting Practices	Teacher Educators		Postsecondary Teachers		State Supervisors		Students	
	MWS	Rank	MWS	Rank	MWS	Rank	MWS	Rank
Recruiting brochures or pamphlets	2.7	5	2.6	7	2.4	7	2.1	4
Form letters sent out to many people	2.4	8	2.2	9	2.2	8	1.7	7
Group presentations (slide presentations, speeches, etc.)	3.0	4	3.2	3	2.8	3	2.0	5
Personal letter from an Ag. Ed. professor	3.4	1	3.4	2	2.9	1	1.9	6
Personal interview with an Ag. Ed. professor	3.4	1	3.6	1	2.9	1	2.7	1
News media (radio, T.V., etc.)	2.5	6	2.4	8	2.7	6	1.5	8
Displays & bulletin boards	2.3	9	2.7	6	2.2	8	1.7	7
Tours of university and Ag. Education Department	3.1	3	3.0	5	2.8	3	2.2	2
Teaching unit on opportunities in Ag. Education	2.5	6	3.1	4	2.8	3	2.2	2

TABLE 21

MEAN WEIGHTED SCORE AND RANK OF SOURCES FROM WHICH TO RECRUIT PROSPECTIVE AGRICULTURE TEACHERS AS EVALUATED BY TEACHER EDUCATORS, POSTSECONDARY TEACHERS, AND STATE SUPERVISORS

Sources	Teacher Educators		Postsecondary Teachers		State Supervisors	
	MWS	Rank	MWS	Rank	MWS	Rank
Teachers of non-vocational subjects	2.1	4	2.2	4	2.3	4
Technical education graduates	2.5	2	3.0	1	2.8	1
Military service	1.9	5	2.2	5	1.8	6
Business and Industry Degreed people	2.3	3	2.3	3	2.6	2
Business and Industry non-Degreed people	1.8	6	2.1	6	2.5	3
University graduates other than Ag. Education	2.7	1	2.6	2	2.0	5

TABLE 22

NUMBER OF AGRICULTURE TEACHERS RECRUITED FROM EACH SOURCE IN 1978-79 SCHOOL YEAR AS REPORTED BY STATE SUPERVISORS IN CENTRAL REGION

Source	Number	Per Cent
Teachers of non-vocational subjects	42	14.1
Technical education graduates	97	32.5
Military service	5	1.7
Business and industry people with degrees	36	12.1
Business and industry people without degrees	29	9.7
University graduates other than agricultural education	89	29.8
TOTALS	298	100.0

APPENDIX C

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SUMMARY OF RECRUITING PRACTICES
UTILIZED BY TEACHER EDUCATORS,
POSTSECONDARY TEACHERS AND STATE SUPERVISORS

Teacher Educator Responses

Meetings

- Attend Vo Ag instructor meetings (Three responses)
- Hold general meeting for non-major students or new students. (Three responses)

Correspondence, Communication

- Send a package of materials to all Vo Ag counselors. (Four responses)
- Send brochures and pamphlets to potential students. (Four responses)
- Send personal letters to prospective students. (Four responses)
- Make telephone calls to prospective students. (Four responses)
- Use of an admission inquiry follow-up. (One response)

Displays

- Set up display at State and National FFA conventions. (Two responses)
- Set up display at State Fair. (One response)

Career Days, University Programs

- Participate in the all-college recruitment program. (One response)
- Use of a recruit course in introductory Ag Ed. (One response)
- Staff participation in Career Day activities. (Four responses)

School Visits

- Make use of college visitation programs and tours. (Six responses)
- Arrange visits to a community college. (Two responses)

Teacher Educator Responses --continued

Use of Vo Ag Teachers

- Vo Ag teachers supply a list of potential students and the department staff contacts the students. (Three responses)
- Utilize a specific form to identify potential Ag Ed majors. (One response)
- Utilize supervisor of student teaching to talk to junior and senior students. (One response)
- Try to get each teacher to train or send one person for training as their replacement. (One response)
- Allow Vo Ag teachers to complete their Master's while meeting certification requirements. (One response)
- Use a combined recruiting committee consisting of Vo Ag teachers, students, teacher educators, etc. (One response)

Through FFA

- Have department representatives speak at FFA banquets. (Three responses)
- Host an ag opportunities during FFA convention. (One response)
- Participate with district FFA activities. (Two responses)
- Participate in FFA convention activity. (One response)
- Utilize scholarships which are available through FFA Sponsorship. (One response)
- Maintain an active Collegiate FFA chapter. (One response)
- Sponsor FFA contests. (Three responses)

Use of Media

- Make use of printed and electronic media. (One response)
- Design slide/tape presentation for distribution throughout the state. (One response)
- Initiate a poster campaign on campus for additional publicity. (One response)

Teacher Educator Responses --continued

Student Clubs

- Encourage student clubs to sponsor judging contests. (One response)
- Use Ag Ed Society workshops on Parliamentary Procedure for FFA Chapters. (One response)
- Maintain numerous Ag Ed club functions to encourage involvement. (Four responses)
- Start a ANRE club. (One response)

Personal Contacts

- Maintain good public relations with ag teachers. (One response)
- Make contacts during visitation with student teachers. (Five responses)
- Make contact with first year instructors in the Ag Program. (One response)
- Visit the counselor upon each school visit. (One response)

Group Presentations

- Speak to high school Ag classes. (One response)
- Have Ag Ed students speak to their hometown high school students. (Two responses)

Miscellaneous

- Use the CAPSTONE program. (One response)
- Provide dual majors for Ag Ed. (One response)
- Provide early field experiences. (One response)
- Sponsor ag-related contests for high school Vo Ag students. (One response)
- Recruit closely with community college to ensure all will transfer. (One response)
- Host interested students at Ag Appreciation Day and Ag Banquet. (One response)

Post-Secondary Responses

Correspondence, Communication

- Send form letter to all Vo Ag departments in state. (One response)
- Send personal letter to prospective students in neighboring areas. (One response)
- Make telephone calls to prospective students. (One response)
- Utilize informational brochures. (One response)
- Send follow-up letter to all students who have been advised on Ag Ed carrers. (One response)

Through FFA

- Attend and work with many FFA activities. (One response)
- Have former ag student help sponsor FFA activities. (One response)

Group Presentations

- Have past students majoring in Ag Ed at university come speak. (One response)
- Bring in a guest speaker from KSU Ag Ed Department. (One response)

Personal Contact

- Initiate personal contact with high school students planning Ag careers. (Three responses)

College Advising

- Advise junior college students on transferrable credits. (One response)
- Have Ag faculty advise freshmen and sophomore students. (Two responses)

Miscellaneous

- Have State Department increase salaries to make them more competitive with similar institutions. (One response) *

Post-Secondary Responses--continued

Miscellaneous, con't.

- Start an educational program at Fort Hays State University to recruit Western Kansas prospective students. (One response)*

*Indicates a suggestion, rather than actual practice.

State Supervisor Responses

Meetings

- Hold district meeting at district contest and visit with potential students. (One response)
- Conduct summer conferences. (One response)
- Conduct meetings and contests. (One response)

Correspondence, Communication

- Recruit by sending letters. (One response)
- Distribution of KVATA brochure. (One response)
- Recruit by telephone. (One response)

Career Days, University programs

- Ag Ed career day, speeches at high school career day. (Five responses)
- Encourage community college transfer of Ag Ed majors. (One response)

Use of Vo-Ag Teachers

- Teacher recruitment through the local departments. (Two responses)
- Teaching while serving requirements makes class realistic. (One response)
- Issue awards to teacher of teachers - Professional Vocational Agriculture Association. (One response)
- Speak in Ag Ed classes emphasizing the need and opportunity for Vo Ag teachers. (One response)

Through FFA

- Utilize display and workshops through State convention. (Three responses)

Group Presentations

- Speak in classes for non-preference students. (One response)

State Supervisor Response--continued

Use of Media

- Utilize radio, print and television to inform of Vo Ag teaching shortage. (One response)
- Initiate articles in publications and farm journals. (Two responses)
- Use of a daily radio show. (One response)
- Use of a monthly newsletter. (One response)

Miscellaneous

- Have undergraduate students contact prospective students. (One response)
- Have specific program outlined for provisional certificate. (One response)
- Ability to secure job before enrolling in a specially designed 3 yr. program leading to a full certification. (One response)*

*Indicates a suggestion, rather than actual practice.